

LEADER

The Air Force Officer Accession and Training Schools' Information Source

September 2001



Field Training 2001
**Would you have been
kicked off the island?**

Contents

September 2001
Volume 23 Issue 5

Features

Field Training:

Would you have been
kicked off the island,
pg. 1-5

Uniform Tips, pg. 6

Hazing, pg. 7

OTS History lesson:

The military dining in,
pg. 8-9

Success Story: Still
proud to serve,
pg. 10-11

Curriculum

Multimedia in the
higher education
classroom, pg. 12-13

Commentary

POWs: We are the
reason they are not
forgotten, pg. 14-15

Around the Nation

Detachment News,
pg.16-20

JROTC

Kitty Hawk Conven-
tion a success, pg. 21
Around the Nation,
pg. 22-24



AL-961, Southside High School, JROTC cadet Lakeshia Savage scales a rock wall provided by the Alabama National Guard at the U.S. Army JROTC Camp Challenge this summer. (Photo by Steve Ruiz)



Leader
Editorial Staff

**Air Force Officer Accession
and Training Schools
Commander**
Brig. Gen. Paul Hankins

Air Force ROTC Commander
Col. Stefan Eisen

**Air Force OTS
Commander**
Col. Darrell Sims

**Air Force JROTC
Director**
Col. Brian King

**Director, Air University
Public Affairs**
Lt. Col. Kevin Krejcarek

Managing Editor
Lynis Cox

Editor
Senior Airman
Marti Ribeiro

Staff Writer
Airman Rachel Bush

This funded AFOATS news magazine is an authorized publication for members of the U.S. military services. Contents of the *Leader* are not necessarily the official view of, or endorsed by, the U.S. Government, the Department of Defense or the Department of the Air Force.

Editorial content is edited, prepared and provided by Air University Public Affairs, Maxwell Air Force Base, Ala. All photographs are Air Force photographs unless otherwise indicated. The *Leader* staff reserves the right to edit all material submitted for publication. All written material to be considered for publication must be sent via e-mail.

The *Leader* e-mail address is:
leader@maxwell.af.mil

Leader submissions should arrive at Air University Public Affairs by the first of the month prior to the month being published. Photos must be mailed to: 55 LeMay Plaza South, Maxwell AFB, AL 36112-6335. For more information, call (334) 953-2827 or DSN 493-2827.

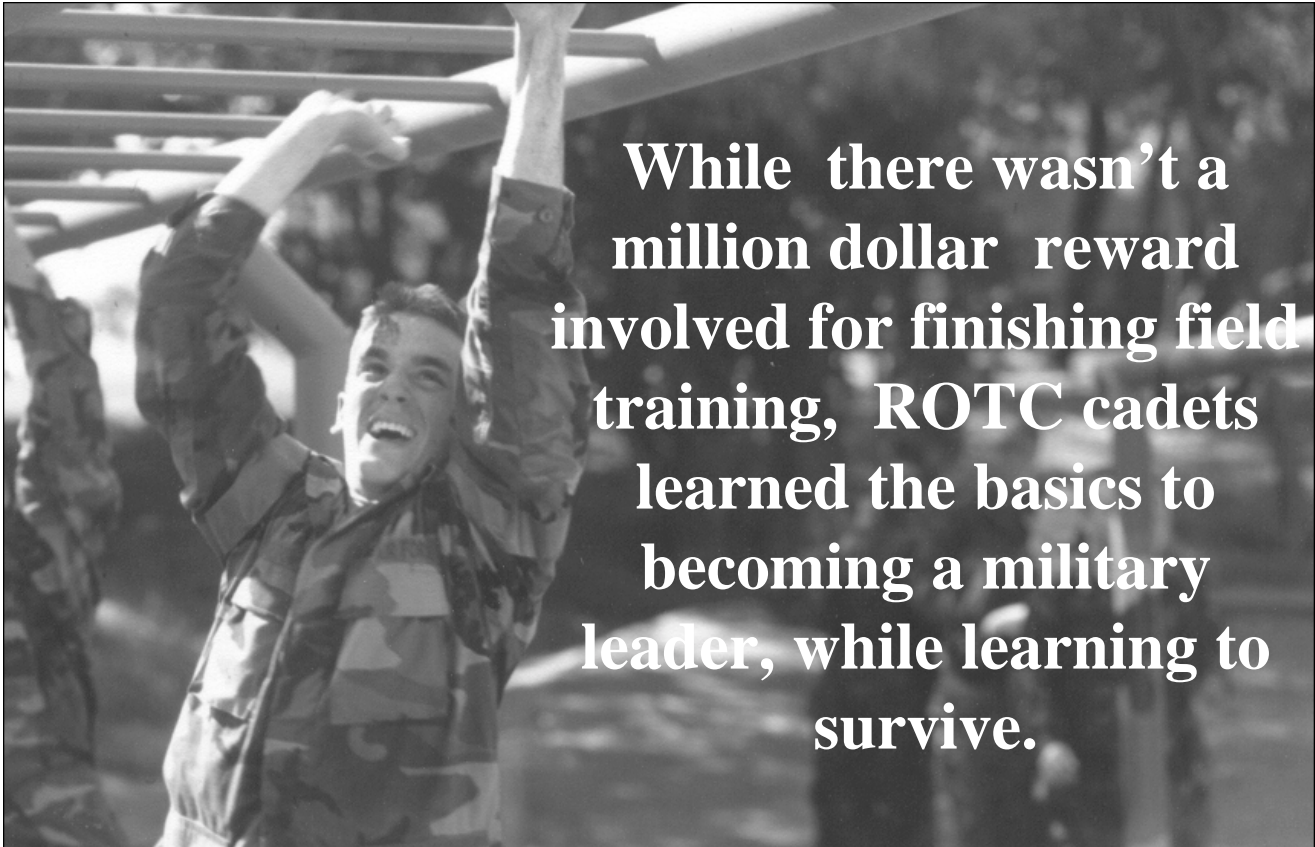
On cover:

Cadets help motivate each other during the field training obstacle course this summer at Tyndall Air Force Base, Fla. (Photo by Angelica D. Delgado)

**Leader cover computer designs
by Senior Airman
Marti Ribeiro**







While there wasn't a million dollar reward involved for finishing field training, ROTC cadets learned the basics to becoming a military leader, while learning to survive.

CTAs survive ROTC Field Training

"Hurry up!"

"You're moving way too slow!"

I trembled when I heard these words from the cadet training assistants last year during field training, but this year was different—I was one of them.

Before becoming a CTA, I soon discovered making corrections was only a small part of the job, and that didn't always mean yelling. As a CTA, I found myself scurrying to meet the variety of challenges presented by field training. I stayed up late to iron a perfect uniform, organized an activity for the cadets or tried to find the latest information to answer cadets' questions. The light in which the cadets viewed me became my major focus.

Sleep

Although I knew last year that the CTAs did

not get much sleep, I never foresaw how little sleep I would actually get. Early mornings and late nights constituted normal working hours for any staff member. I also quickly discovered that I wasn't there to "just make it through field training." I was there to train cadets. Fortunately, I had help from the Cadet's Guide, the staff handbook and my fellow CTAs.

Role

Besides making decisions regarding cadet activities and behavior, a CTA must also have the versatility to fit whatever role the field training staff gives them. This can be a challenge in itself because each staff member holds a different perspective on what defines a CTA and each CTA brings a unique set of skills to the table.

The age difference between the CTAs and the cadets, whether they're close or far apart in age, also causes perception problems. No matter how



A cadet training assistant helps motivate a cadet at ROTC Field Training, Lackland Air Force Base, Texas.

long a cadet served prior to joining ROTC, where in the world he or she traveled or in which conflict he or she fought, as a CTA I still must train that cadet and direct actions and behaviors throughout the encampment.

The CTA experience helped me learn some of the qualities and requirements needed to become an outstanding officer in the United States Air Force—people skills, endurance, persistence, perseverance, knowledge, courage, flexibility, physical and mental strength, confidence and practical leadership experience. If given the opportunity, I would do it again!

Cadet Jill Prattini
Det. 310, Louisiana State University

CTA, the acronym that evokes feelings of dread and panic in thousands of cadets each summer. Cadet training assistants are famous for saying, “What are you doing, cadet?” and for the demerits that usually follow.

CTAs are often perceived, especially by the cadets under their guidance, as being solely focused on making life at ROTC Field Training as miserable as possible. While many a CTA would smile and nod their head at this stereotype, they would also know that above all else, they are most importantly, a leader and a teacher.

Being a CTA is an intense yet incredibly rewarding experience. No other position in all of ROTC can equal the sense of achievement that one receives while serving as a cadet training assistant. During my time as a flight CTA at Lackland Air Force Base, Texas, 25 people listened to my every word, watched my every

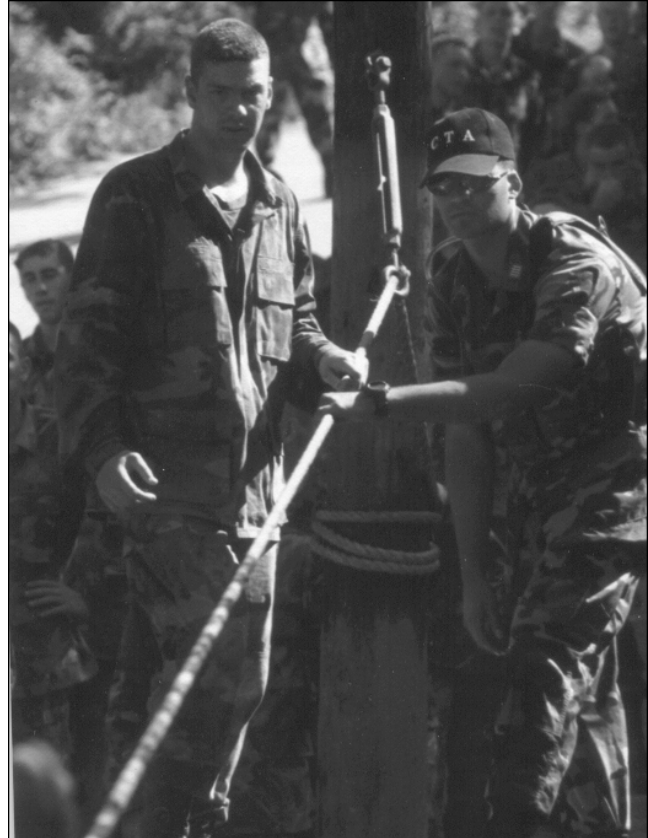
step and took notice of my every mistake.

Perfection at all times was the only acceptable standard. My shoes and uniform had to always be flawless, my drill and ceremony—error free. Every day for 28 days, from the time I woke them up in the morning until the time I checked their feet for blisters at night, 25 future officers and leaders of our nation were my responsibility. No matter how exhausted I felt from my three hours of sleep the night before, I always had to look sharp and be sharp. Weakness was something I could never show to the cadets, regardless of how much my muscles ached or my blisters burned. Every day was extremely tough, but the feeling of satisfaction that I acquired in training and leading the cadets of my flight always made it easy to pick myself back up and drive on.

The greatest reward that I received while serving as a CTA was witnessing the transformation of my cadets from a motley group of individuals into a proud, functional team. It was their job at field training to learn how to become leaders in the United States Air Force, and it was my job to instruct them how to accomplish that job. As everyone knows, the best way to lead is to lead by example. Every day, all day, it was my mission to serve as their role model, to push them beyond their limits, or at least what they thought



Field training CTA at Lackland AFB.



A CTA steadies the rope so a cadet can cross during the obstacle course at Lackland AFB.

their limits had been. I ran with them on their physical training tests. I proved to them with a fellow CTA that a bed could indeed be made in less than two-and-a-half minutes.

I took every opportunity available to lead from the front and watched with pride when, after only a short time, they stepped forward and became leaders themselves. It may have been fun sometimes getting to inform flight commanders that their failed road guard procedures had just “killed” their entire flight, but it was never more gratifying than seeing your cadets develop from mere college students into qualified officers for the United States Air Force.

I'm glad I did it!

Cadet Justin Teague
Det. 805, Texas A&M University

Uniform Tips

BDUs

Iron them! It does not take more than 10 minutes to iron your BDUs. They stay crisper, longer if you use spray starch while ironing. It's easier if you iron them the night before so the next day, after you hit the snooze button for the 15th time and you're running late to class, you don't have to worry about them.

Most cadets are issued brown T-shirts, but as you will soon find out, the black T-shirts tend to wash better. After a few runs through the washing machine, the brown shirts seem to take on a warped sandy color that only gets worse with time.

You should not have a lot of excess when it comes to your BDU belt. BUT, remember that you may not always be the same size you are your freshman year, so remember to leave room for growth.

Your inspector should not be able to "bungee jump" off of your uniform, meaning you need to get rid of all excess string. The best way to do that is to hang them in front of you and carefully go over them with a pair of nail clippers or a lighter getting rid of all strings individually. Remember, cut the strings and not your finger—it could be considered an occupational hazard!

Do not tuck your BDUs into your boots. We are not the Army. There are ties sewn into the bottom of your BDUs that you can use to secure them, but honestly, they are not very effective. Find out where you can get blousing straps and invest in a few pair—they're easy to put on and work quite well.

Combat boots should not look like they have been in combat. It takes as little as 20 minutes every two weeks to sit down and polish the toe and heel of your boots. A quick tip to help you out, polish your boots with black polish for a few minutes and then switch to neutral polish—it gives it that glossy finish.

HAZING

By Airman Rachel Bush
Leader staff writer

Department of Defense policy defines hazing as “any conduct whereby a military member or members, regardless of service or rank, without proper authority, causes another military member or members, regardless of service or rank, to suffer or to be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning or harmful.”

Every September the Leader magazine addresses this issue as a reminder to those starting off the new school year that hazing is not acceptable anywhere in the United States Air Force. Training that is performed at Officer Training School, Reserve Officer Training Corps and Junior ROTC can be very demanding at times, but it is imperative that the “line is never crossed” when it comes to the treatment of its members during training.

Rites of passage and initiation ceremonies have long been part of the profession of arms, according to Maj. Vicki Weekes, Staff Judge Advocate of the Air Force Officer Accession and Training Schools at Maxwell Air Force Base, Ala.

“Ceremonies and initiation rites can build *esprit de corps* and strengthen unit cohesiveness,” Major Weekes said. “However any rituals that are cruel, demeaning, or harmful are violations of both DOD policy and Air Force core values. Rather than strengthening unit morale, they can destroy it.”

The guidance on hazing has not changed in several years, according to Capt. Todd Pennington, deputy Staff Judge Advocate, AFOATS. Public law, including Article 93 of the Uniform Code of Military Justice, which prohibits “cruelty and maltreatment,” and Air Force regulations prohibit hazing, and provide commanders with options for deal-

ing with hazing should it occur. Commanders have the full spectrum of options, ranging from oral counseling to UCMJ actions, including court-martial, when hazing is discovered.

Some examples of hazing include an incident that happened last summer during ROTC field training at Lackland Air Force Base, Texas, where a higher-ranking cadet ordered a flight of lower-ranking cadets to drop and do push-ups on very hot concrete. Several flight members informed the cadet that the concrete was burning their hands. The cadets were not permitted to use their web belts or any other material to protect their hands from the hot concrete.

In a separate incident, at a base visit, a higher ranking cadet ordered two lower ranking cadets to perform several demeaning acts, including filling up buckets of water and pouring them over their heads, and having one cadet tell the other that he wanted to marry him.

Both of these incidents were investigated as incidents of hazing and resulted in adverse action, such as investigation for disenrollment against the senior cadets involved.

Cadets who believe they have been victims of hazing by Air Force members or other cadets can report the problem to their detachment commanders or to their ROTC region headquarters. Officer trainees can report incidents to the Officer Training School commander, and both cadets and OTs can bring concerns of hazing incidents to the attention of the AFOATS Inspector General. Contact information for each of these agencies is posted on detachment bulletin boards. In addition, JROTC cadets who believe they have been victims of hazing by other cadets or instructors should bring their concerns to the attention of their school officials.

History lesson: the military dining-in



Formal military dinners are a tradition in all branches of the United States armed services. In the Air Force and Navy it is the dining-in; in the Army, the regimental dinner; in the Marine Corps and Coast Guard, mess night.

As with most ancient traditions, the origin of the dining-in is not clear. Formal dinners are rooted in antiquity. From pre-Christ Roman legions, to second century Viking warlords, to King Arthur's knights in the sixth century, feasts to honor military victories and individual and unit achievements have been a custom.

Some trace the origins of the dining-in to the old English monasteries. The custom was then taken up by the early universities and eventually adapted by the military with the advent of the officers' mess. With the

Ever wonder
why ROTC,
JROTC and
Officer Train-
ing School
hold dining-
in ceremo-
nies?

adoption of the dining-in by the military, these dinners became more formalized. British soldiers brought the custom to colonial American, which led to Gen. George Washington's army taking up the tradition.

The Air Force dining-in custom probably began in the 1930s with the late Gen. H. "Hap" Arnold's 'wing dings.' The close bonds enjoyed by the Air Corps officers and their British colleagues of the Royal Air Force during World War II surely added to the American involvement in the dining-in custom.

The dining-in has served the Air Force well as an occasion for officers to meet socially at a formal military function. It enhances the morale of units, lightens the load of demanding day-to-day work, gives the commander an oppor-



tunity to meet socially with his or her officers and enables officers of all ranks to create bonds of friendship and better working relationships through an atmosphere of good fellowship.

It is now recognized that the dining-in is an occasion where ceremony, tradition and good fellowship play an important part in the life of an Air Force unit.

The dining-in has a rich tradition and that tradition lives on today.

(Information taken from Air Force Pamphlet 30-6)



Photos by Robby McIver

STILL proud TO SERVE

Air Force Success Story

By Senior Airman Marti Ribeiro
Leader editor

“If I had to do ROTC all over again, I’d do it a lot better,” said Gen. Richard “Dick” Myers, vice chairman of the Joint Chiefs of Staff. “I couldn’t compete with those sharp folks they have in ROTC today.”

General Myers, a Det. 270 Kansas State University ROTC graduate and the second-highest ranking military officer in the nation, credits ROTC with giving him the direction he needed to still be in the Air Force 36 years later.

“The thing that turned me on to the Air Force was my first flight,” the general said. “The flight instructor for the Flight Introduction Program takes you up for a ‘dollar ride’ in a Cessna 172. We took off and went bouncing across the Kansas prairies. I looked down and thought ‘Boy, this is neat!’”

According to the general, that experience gave him the direction he lacked before

college. After that ride, he was sure he wanted to join the Air Force.

He believes ROTC can provide the turning point for others that it did for him.

“It may not be flight that turns you on, it may be some experience in your field training, some visit to an active base or you see something or participate in something and you say ‘Boy, that’s me, and I want to do that!’”

That’s what ROTC offers people, he went on to say. “It offers a wide selection of things to do and experiences that might lead to a life-long pursuit.”

The four-star general with almost four decades of Air Force service didn’t always want to be a general. Once he decided he wanted to fly, he wanted to attend pilot training, finish his five-year commitment and leave the Air Force. According to him, back then if he had told people that one day he

Nobody is perfect

Does a four-star general always show his four-star qualities?

While a cadet at Williams Air Force Base, Ariz., for ROTC field training, General (then Cadet) Myers assumed he had a pretty good summer field training experience.

“I felt like I was contributing,” he said.

But, when he got his training report back, it was very negative.

“It didn’t have much good to say about my future as an Air Force officer,” he said. He still jokes that he might track down his field instructor now and discuss the matter further.

According to the general, he learned two things from the experience. First, it tells you to be persistent and believe in yourself. Second, people who judge you are not always right.

“Negative input can be good so you can try to improve, but don’t lose confidence in yourself,” General Myers said.



would be a general, they would have laughed.

After many years of service, being stationed around the world with more than 4,000 flying hours, 600 in combat, General Myers is still proud to serve. What made him stay?

“The people,” he said. “That’s why I do this—it’s because of the people, the camaraderie and the common mission of national security.”

What advice does he wish they had given him back in ROTC?

“I wish they would have told me how much fun I was going to have in the U.S. military,” he said.

Multimedia in the higher education classroom

By Capt. Kevin Sellers
Det. 730, University of Pittsburgh

Imagine walking into the classroom to teach your first class and 30 students stare at you, their teacher. With notes in hand, you begin the lecture on a topic that has always interested you. In the middle of your lecture you notice two of your students are sleeping, four are talking with their friends and many others are staring out the window. There must be a way to make this material more interesting.

For many teachers and especially those new to the profession, finding methods to retain students' interest can create a challenge. However, the advance of technology in today's world is finding its way into our classrooms. In the realm of higher education, technology advancement comes in many names and faces. These include such terms as instructional technology, computer-based lecture, multimedia and interactive multimedia. The use of this new computer technology in the classroom is increasing its effectiveness in a variety of settings.

L.L. Stone, author of *The Journal of Economic Education*, notes that this computer technology falls

into two predominant categories: slide technology like Microsoft PowerPoint and Corel Presentations and interactive technology like Asymetrix Toolbook and Macromedia Director. The presentations may include some combination of sound, text, graphics, animations or video. Students view the instruction projected on a large screen or through a computer located at individual workstations. Using instructional technology to supplement traditional lecture or discussion-based teaching formats has found its share of success.

Instructors have found great success using interactive multimedia to teach environmental science. After providing instruction to one class with interactive multimedia, the students were compared to another section of the same class, which was taught with a traditional lecture method. Students in the interactive multimedia class showed a higher rate of passing and performed better on a measure of cognitive development.

Other instructors utilized slide-type presentation



software to enhance the effectiveness of their macroeconomics classes. They initially found creating slides forced better preparation for the ensuing lecture. The students preferred the display of graphs and outline formats on the screen. R.P. Parks, a multimedia researcher, also found great benefit in providing students with printed copies of the slides. By printing a few slides on each page, Parks easily created note-takers for his students.

Science is not the only field to find success in instructional technology. Social sciences may find improvement as well. Stone found similar success in teaching economics with presentation software, note-takers and the World Wide Web. He used presentation software to present complicated diagrams in an animated format. When drawn on the board, these diagrams were often poorly depicted, difficult to understand and lacked animation. Stone was able to draw and redraw clear diagrams based on input from the class. After showing a diagram, he used video clips, embedded in the slides, to pro-

vide real-life examples of the concepts. The inclusion of the video clips, as well as intermittent sound clips during slide presentation, enhanced student attention. In conjunction with the slide presentations, Stone found the provision of note-takers allowed the inclusion of a greater amount of material allowing students to spend more time interacting with the instructor and slides than writing notes. The inclusion of the World Wide Web allowed students to view real-life and real-time information about the topic. So they began classes with a Web page depicting the status of the United States financial markets. If questions arose about foreign markets, Stone adjusted immediately, incorporating new information based on student desire.

With all the potential extracted from the use of classroom computers, one might begin to believe they are the greatest advancement since the textbook. However, this is not always the case, as inherent in many new technologies, problems arise. Parks found the most prominent problem to be the static nature of the slide presentation. Since students see the slides, they expect the lecture to follow the slide and variations in lecture content are more difficult to make. He also found a time factor in utilizing PowerPoint slides. Due to their creative nature, it took more time to develop the slides compared to lecture notes, and they required early setup and testing before class. Stone alludes to the overuse of PowerPoint's abilities. Though sounds and videos were successful in the classroom, overuse of these aspects detracted from the intended message. Parks utilized assisted note-takers in similar fashion with Stone and found this useful.

Technology has quickly found its way into every aspect of our daily lives, especially our classrooms. Now, it is largely responsible for teaching us how to succeed in life. One's future success in life may depend on knowing how to implement technology in the low-tech environment. However, one must understand that technology is not always the answer. No matter how good the instructional technology, if the teaching is poor the technology may only make it worse.

POWs:

We are the reason they are not forgotten

By: Cadet Chris Mason
Det. 685, Oregon State University

Four Oregon State University cadets, Rose Kerins, Ryan Padgett, Matthew Sims and I, performed a POW/MIA ceremony at the Oregon Capitol Building and found deeper meaning in the Air Force's core value "Service before self." Senator Steve Harper, a retired Air Force colonel and pilot, invited us to perform the ceremony before the Oregon Senate was called to order. The ceremony itself is very simple; yet the meaning behind this sacred ceremony took on a new form that Friday morning.

Like any other college student, I have things to do, places to go and people to see. I reluctantly agreed to go to Salem that morning. After all, it would mean several hours out of my busy schedule to perform a five-minute ritual. On the hour ride up to Salem, we joked, laughed, smiled and talked of what the weekend held in store for us.

Soon after arriving at the capital, we realized this would be no ordinary ritual. After setting up the table at the front of the Senate chamber, we began to practice the ceremony; our timing had to be perfect. Several tours of children began to fill the public gallery surrounding the chamber. They seemed intrigued by what we were doing. I heard whispers off to my side, "What are they doing?" "What is a POW?"

One of the chaperones pulled me aside after our third run-through. "Would you mind telling the children what you guys were doing?" Another one said, "They need to know about these things." I agreed.

After all, the meaning of what we were doing was simple and straightforward, wasn't it? I began to tell them what a POW and an MIA were. They seemed to hang on every word. The very thought

that someone couldn't come home to be with their family seemed worrisome to them. I told them that POWs and MIAs made it possible for them to go to school, to play with their friends and think whatever they want to. It was then that a weight began to fall upon my heart. A weight that is still there. A weight that I hope doesn't leave.

Senators began to file into the chamber, taking their respective seats. Senator Harper personally thanked us for taking time out to serve. As he began the morning, he introduced us, joking about Cadet Padgett's rural hometown, "Does anyone know the population of Lacombe?" Another Senator responded, "He's standing there."

After the light-hearted introductions, he became serious as he spoke of the origins of the POW/MIA ceremony. He talked of his experiences in Vietnam and reflected on friends who didn't get to come home with him. He was genuine, sincere and truly believed in service to this country.

The ceremony began. I read a simple poem, an ode to our comrades-in-arms. With Cadet Sims at attention on the right side of the table, and the candle lit, I read:

"When you entered the chamber this morning, you may have noticed a small table in the front set for one. It is set for one to symbolize the frailty of one prisoner alone against their oppressors. It is in memory of all of the POWs and MIAs who have given so much for our nation, our state, and our way of life. **THEY ARE NOT FORGOTTEN.** The tablecloth is white, symbolizing the purity of their intentions to respond to their country's call to arms. The single rose displayed in a vase reminds us of the families and loved ones of our comrades-in-arms who keep the faith awaiting their return. The red ribbon tied around the vase is like the ribbon worn upon the breasts of thousands who bear witness to their unyielding determination to demand a proper

accounting of our missing. A slice of lemon on the bread plate reminds us of their bitter fate. There is salt upon that bread plate. It is symbolic of the families' tears as they wait. The glass is inverted. They cannot toast with us when we dine. A candle burns, reminding us of the spirit's eternal flame."

Cadet Kerins marched to the front, holding the yellow rose. Cadet Padgett followed with the bread plate. Reading the poem to the Senate, I was the only one not at attention. I saw emotion sweep over the audience; several tears and many solemn faces. The ceremony went well, the timing was perfect. As we left the chamber, it was silent for a moment. The Senate was called to order as we entered the hallway. We were done, we had accomplished our mission, and we were about to go home. But the mission took on a life of its own.

Concerned Women for America, the nation's largest public policy women's organization, was hosting a reception in the Capitol gallery in honor of several legislators. They requested we perform the POW/MIA ceremony for them. We gladly agreed. We knew it wouldn't take long, and we would be able to head home in a few minutes.

We began just as we had in the Senate chamber. Although it was not as quiet as the chamber, the ritual went perfectly. Again we thought the mission was complete until one of their members approached us. Enthusiastically she requested, "It's important that more people see this...can you stay and do it again for our reception at 12:30?"

12:30!

That was two hours away, and we had things to do. We all looked at each other, silently asking one another if we could swing it. "Sure... we'll stay and do it again" we replied. Joy spread across her face, and my heaviness of heart grew tenfold.

Cadets Kerins and Sims went to find some food for us, so Cadet Padgett and I decided to walk around the Capitol and burn some time. It wasn't long before a retired colonel found me looking at pictures on the wall. He had seen the first and second ceremony, and he expressed his gratitude. He invited me along for a tour of the building.

He took me to many Senate offices introducing

me and telling them that I was there with other Air Force ROTC cadets performing a POW/MIA ceremony. People began to share stories of sacrifice and service, of family members who have never come home. Stories of gratitude and joy, of a willingness to serve, no matter what the cost.

As we headed back downstairs, Senator Harper stopped us. I will never forget the look I saw on his face.

"Never forget!" said the senator.

"I won't" was my reply. The weight was unbearable now.

As 12:30 p.m. approached, we continued to practice, and refine our movements, making adjustments for the different layout of the room. After honoring Senator Charles Starr and others, we were signaled to begin. As before, the practice paid off, and the ceremony was flawless. This time, however, there was a crack in my voice, a tear in my eye and a pain in my heart.

As before, there was not a dry eye in the room. There was a respect for the solemnity of the moment. There was gratitude. This time, however, we were not just performing a ceremony. We were remembering. We were calling attention to those who cannot dine with us, cry with us and be with us.

We left at 1 p.m. and were back in time for me to do what I had planned to do. Suddenly; however, what I had to do was of little consequence. What was important were the comrades behind the ceremony, those whose glasses are inverted. They answered a call to service. A call that was not convenient, a call that cost them their freedom. They served, suffered and continue to suffer, so that I could enjoy the fruits of their sacrifice.

We, as a nation of free people, can never forget. We can never forget the sacrifice of those who went before, giving all for you and me. Most certainly, though, we can never forget those who have not come home, those who have not been accounted for. They answered the call to serve something higher than themselves, and we can do no less.

Building dedication

This past spring, **Det. 675, University of Oklahoma**, held a formal dedication ceremony to recognize the naming of Craddock Hall. Formerly called Temporary Building 1, the building is now dedicated to a former OU student, Randall Craddock, who was shot down during a bombing run over Hanoi, North Vietnam, during the Vietnam War. The dedication coincided with the 50-year anniversary of Air Force ROTC cadets graduating from the University of Oklahoma.

Survival Day

Last April, cadets at **Det. 875, Virginia Tech**, executed an exercise in both survival and fun. The “Survival Day” has become an annual event in the ROTC program and continues to improve every year.

Training began in the morning with instructional sessions covering fire starting, shelter building, first aid and food/water gathering and preparation. At each station, cadets in the program were briefed and given hands-on instruction by fellow cadets with expertise in various subjects. Several hundred meters in the woods of Jefferson National Forest separated each of the four stations. Cadets used the land navigation skills mastered during previous lessons to find their way from station to station.

The afternoon training session was devoted to a survival and evasion mission. Some cadets

became downed pilots while others were assigned to aggressor teams. Over a four square kilometer area of dense forest, the downed pilots attempted to make their way through the aggressor teams to the extraction point without being detected. Other cadets simulated “townspeople,” providing good and bad clues to the escaping pilots. Captured pilots ended up in a mock POW camp, from which they were “rescued”

at the end of the event by their fellow cadets.

At the end of the day, Det. 875 cadets had accomplished a job well done, not just for the training itself, but for the extensive planning and organization that made the operation a success.

Base visit

Last spring, cadets from **Det. 470, University of Nebraska at Omaha**, visited Ellsworth Air



Det. 675, University of Oklahoma, cadets Leanna Orr, left, and Mark Little, right stand with Susan Owen, middle, who is the widow of Randall Craddock, at the building dedication. (Courtesy photo)

Force Base, S.D. The base tour began with a briefing from the 28th Bomb Wing Commander, Col. Ed Rice. He shared his impressions of where the Air Force is today and where it is heading in the future. His comments provided a glimpse of what might be in store for cadets. After Colonel Rice's presentation, the cadets and staff got "up-close and personal" with the B1-B. Cadets finished with a tour of the command post, weapons load trainer, jet maintenance facility and the Space and Air Museum. Day two was spent touring Mount Rushmore and Crazy Horse monuments.

This past March, the cadets of **Det. 930, Marquette University**, along with guest cadets and midshipmen from the Army, Navy and Marine Corps ROTC programs visited Patrick AFB, Fla.

The experience took on a historical tone when cadets visited Complex 38, site of the tragic January 27, 1967 Apollo 1 accident, where astronauts Virgil I. Grissom, Edward H. White and Roger B. Chaffee died in a capsule fire.

Current operations in the area augmented the experience, when due to a rare set of circumstances two shuttles returned from Edwards AFB simultaneously. This allowed a close-up view of the shuttle and 747 transport on the "skit strip," the emergency landing field. This marked the first occasion the pair has ever landed there.

Det. 650, Ohio University, recently visited Moody AFB, Ga. and Robins AFB, Ga. While there, the cadets had a chance to see how several of the squadrons at each base worked. At Moody, the cadets got to see demonstrations by the 69th Fighter Squadron, and some cadets flew in the squadron's F-16 simulator.

On April 8 and 9, cadets from **Det. 756, University of Puerto Rico**, visited Nellis AFB, Nev. The cadets received a briefing from the USAF Air Demonstration Squadron, the Thunderbirds. Then, the cadets went to the Threat Training Facility, where they had the opportunity to see all the weapons used in different conflicts and their respective modifications. Their goal was to experience the Air Force mission at Nellis AFB, and they think they surely achieved that goal.

The 28 **Det. 290, University of Kentucky**, cadets who visited Andrews AFB, Md., during the last weekend in March were provided some "once in a lifetime" opportunities.

Following breakfast at the base dining facility they toured Air Force Two, the vice presidential plane. Highlights included seeing the cockpit and Vice President Dick Cheney's onboard office, and meeting one of the Air Force Two pilots, Lt. Col. Tim Bender, a Det. 290 alumnus. The cadets also visited the 113th Fighter Squadron where they were able to examine a number of F-16s up-close. They were briefed on the

capabilities of the aircraft, examined flight suits and survival equipment, and two cadets got the chance to fly an F-16 flight simulator.

During the **Det. 295, University of Louisville's** spring break they teamed up with cadets and staff from Indiana and Purdue Universities to attend a base visit at Eglin AFB and Hurlburt Field, Fla. In total, more than 50 cadets and cadre took the trip. The visit included many demonstrations; tours of base facilities, an obstacle course and aircraft orientation. Cadets saw a broad range of aircraft, from F-16s to AC-130s.

By far, the greatest cadet event was the Hurlburt Field TACCP obstacle course. The talk around Det. 295 was how well the cadets performed on the obstacle course. Although there were a few bumps and bruises from the course, most cadets showed great interest in attending future base visits and are looking forward to the knowledge and challenges that they have to offer.

Distinguished visitors

Since **Det. 159, University of Central Florida**, is located near the space coast, cadets have the opportunity to participate in a number of space-related events. Cadets recently had the privilege of meeting with Gen. Ralph Eberhart, head of Air Force Space Command, to discuss the future of Space Command in conjunction with the Air Force. The general exposed them to what the

space program was all about and where it was going in the future.

Maj. Gen. Michael Moseley, SAF/LL, was the guest speaker at **Det. 595, North Carolina State University's** annual Military Ball. General Moseley visited with the cadets during the social hour and passed along leadership tips that he's accumulated over his 30-year Air Force career. There were more than 160 cadets, spouses, girlfriends, boyfriends and parents in attendance. The Military Ball is the highlight of the cadet Leadership Lab activities. A cadet slide show, introduction of the seniors, cutting the senior cake and cadet leadership awards were included in the evening's events.

April 21, **Det. 160, University of Georgia**, had the unique and exciting opportunity to have Gen. Gregory Martin attend the detachments annual "dining-out." General Martin is commander of US Air Forces Europe, US European Command, at Ramstein Air Base, Germany. After a four-course dinner and various award presentations, General Martin captivated the audience with his speech.

Web site award

Det. 820, Texas Tech, is proud to announce that its Web site has been presented with the Distinguished Military Site award. The award, presented by Military.com, recognizes the best military-related Web sites today. Det. 820's site was especially rec-



Det. 295, University of Louisville, cadets low crawl through the obstacle course during a base visit to Eglin Air Force Base, Fla. (Courtesy photo)

ognized for its value as a resource to the military community. Earning this award entitles the unit to display the prestigious award on the site for the remainder of 2001. The Web site, located at www.ttu.edu/afrotc, allows both current and prospective cadets to access useful information. The detachment uses the site to recognize outstanding cadets' achievements and provide information on upcoming detachment activities. It also provides an avenue for cadets to attain information on the various aerospace studies classes. Cadets and potential cadets value the Web site as a powerful research tool, allowing students to research careers and benefits in the Air Force.

POW/MIA Day

Beginning 7 a.m., April 18,

Det. 670, Oklahoma State, cadets conducted a 24-hour run around the campus commemorating POW/MIA Day. Cadets carried a POW/MIA flag more than 200 miles, handing off the flag continuously during the 24-hour period. In addition, a candlelight vigil was held at midnight during the run to pay tribute to members of the armed forces who were held captive or are missing in action. The run and vigil was organized by the cadet-recruiting group within the cadet wing and has become an annual event for cadets at Det 670.

Project Outreach

On April 4, the cadets from **Det. 015, Tuskegee University**, took a field trip to Maxwell AFB, Ala., to take part in what the Air Force terms "Project Outreach." "Project Outreach" provides

base personnel, civilian and military, with the opportunity to view the actual court-martial appeal process by bringing the appeal to the base versus traveling to Washington, D.C. To allow for base-wide participation, this particular "Project Outreach" session was held in the Air War College auditorium.

Senior picnic

Det. 585, Duke University, celebrated the farewell of its graduating seniors at a "Picnic-In" last spring. The event included a field day competition between the AS classes, a senior roast and a catered dinner. The event concluded with a pie-in-the-face for the cadre member of the AS class who won the field day competition. (This disintegrated into all cadre members, getting a pie-in-the-face.)

Military weekend

Last March, **Det. 890, University of Virginia**, participated in the annual Military Weekend along with the university's Army and Navy ROTC units. The weekend began with the drill team competition. The event consisted of an inspection, a standard competition in which all three teams executed the same drill card and an exhibition competition where each team performed a unique routine.

The weekend concluded that evening with the Military Ball. The event began with socializing

and the announcement of the winners of the competitions, followed by hours of dancing for all. As always, the weekend was a good chance for all UVA ROTC units to come together for fun and friendly competition.

Recruiting

March 14, **Det. 775, University of South Carolina**, cadets came together to achieve an outstanding recruiting goal. The cadets used detachment Frisbees to lure people to them so they could tell them about our program. There is no way of deciding what had the biggest impact on attracting students, whether it was the free food, free drinks or the fun gadgets. Whichever the best idea was, as soon as students walked up there was a smiling cadet to greet them. The cadets' enthusiasm about Air Force ROTC not only helped recruit a lot of potential officers for the Air Force, but also had a very positive affect on the view that USC students have of the cadets that make up our Air Force detachment.

Drill meet

Cadets from **Det. 105, University of Colorado at Boulder**, along with cadets from both Army and Navy ROTC judged the 41st annual Mile High Drill Meet at the Colorado School of Mines in Golden, Colo., last spring. Nineteen high school JROTC units from Colorado and Wyoming attended the meet; this

included 14 Army, two Navy, one Marine Corps and three Air Force JROTC units. Participants competed in exhibition drill (with and without arms), regulation drill (with and without arms), color guard and an armed and unarmed drill down. In total, 58 trophies were awarded to the participants.

The Southern California Invitational Drill Meet was held at Huntington Beach on March 3. Senior and Junior ROTC teams from across the nation were represented in armed drill, unarmed drill, four-man teams, full teams (consisting of nine or more individuals), inspection, regulation, and exhibition events. The United States Naval Academy and Air Force Academy were in attendance, along with approximately fifty other schools. **Det. 088, California State University-Sacramento**, was represented for the first time in this annual competition by a four-man armed team. The Air Force Academy swept the competition's awards. Future plans for next year's routine are in the works, with the intention of standing tall atop the winner's platform.

Det. 115, University of Connecticut, competed in the annual Rensselaer Polytechnic Institute Drill Competition held in Troy, N.Y. on March 24. Cadet Denise Simpson and Cadet Jennifer Sykes commanded the Brundage Rifles Drill Team, composed of 15 cadets. The team won five team trophies and three individual

medals. In addition to garnering the majority of the awards at this drill meet, the Brundage Rifles recently posted colors at New York Jets', New England Patriots' and New England Revolution's nationally televised sporting events.

Senior Shadow Day

Last April, eight cadets from **Det. 595, North Carolina State University**, traveled to Langley AFB, Va., for "Senior Shadow Day." The purpose of the trip was for seniors who will be commissioned in a few weeks to shadow officers in their respective career fields to get a better understanding about their upcoming jobs. After a briefing on the history and capabilities of the F-15C in the static hanger, the cadets split up to spend a day with a lieutenant in their respective career field, ending the day with a tour of base operations.

Volunteer work

What better way to do community service than to have fun with it? That's exactly what cadets from **Det. 752, Wilkes University**, did March 25. Twelve cadets traveled overnight to New Jersey to play in a volleyball tournament for "Healing The Children." This charity group is made up entirely of doctors who raise money on their own time and sponsor children of third-world countries to receive life-saving surgeries they would not normally be able to afford.

More than 100 volunteers raised about \$20,000 for the doctors with Det. 752 raising \$250 of the total. "Healing The Children" happens every year, and plans are already being made to attend again next year.

Cadets and cadre from **Det. 610, North Dakota State University**, recently volunteered hundreds of hours to help save their cities from the ravages of the Red River. After the "500-year floods" of 1997, both Grand Forks and Fargo were nervous about a repeat of the destruction that took place in 1997 but didn't think they would face another state of emergency.

During the first week in April, it became apparent that, indeed, they faced another potential disaster. With snow melt, ice jams and the threat of a two-inch Spring rain, a call went out for volunteers from all the schools served by Det. 610 for volunteers. The call went to the host school North Dakota State University, the University of North Dakota, Concordia College, University of Minnesota in Moorhead and the University of Minnesota in Crookston. Volunteers literally flooded the streets and backyards of friends and neighbors to beat back the Red.

Retirement ceremony

Det. 330, University of Maryland, cadets performed a flag folding ceremony at the Pentagon for the retirement of former Det. 330, Professor of Aerospace Studies, Col. Donald Newton on

March 16. The ceremony commenced with speeches from the Vice Chairman of the Joint Chiefs of Staff Gen. Richard Myers and Gen. "Fig" Newton, former Commander of Air Education and Training Command. Following the speeches, Cadets Manan Bhatt, Daniel Persson, Brett Healey and Christopher Denzer proceeded to fold the retirement flag. The flag was then given to the son of Colonel Newton, who then passed it on to his father. After the execution of the ceremony, the Honor Guard was commended on their outstanding performance.

NASA opportunity

Two **Det. 800, University of Tennessee**, cadets spent their spring break as part of a team of engineers that designed and built a prototype aerospace engineering experiment that flew in a simulated micro-gravity environment aboard NASA's KC-135 research aircraft dubbed the "Vomit Comet."

Cadets Randy Warren and Jeremy Smith worked for a little under a year in the creation and construction of the project just for the chance to have the opportunity to feel what it is like to be weightless. While serving as team leader, Cadet Warren got that chance and was able to experience weightlessness just as astronauts do.

Kitty Hawk Convention a success

The 2001 Worldwide Kitty Hawk Convention was held at Embry-Riddle Aeronautical University, Daytona Beach, Fla., this past June. Col. (Ret) Steve Cotter and Air Force Junior ROTC unit FL-824, from Lake Worth Community High School, were the main coordinators. A total of 125 Junior ROTC cadets, from units throughout the United States and overseas, attended the convention.

The convention was held for cadets who are members of the Kitty Hawk Air Society. KHAS is the academic honor society of JROTC. It promotes high academic standards, school and community service, self-confidence and initiative. KHAS also develops leadership abilities, recognizes academic excellence and furthers members' knowledge of the Air Force role in aerospace.

The attendees heard briefings from the Air Force Academy, the Naval Academy, JROTC Headquar-

ters, the Pentagon, senior ROTC cadets from Det. 157 Embry-Riddle Aeronautical University and the ERAU admissions office. There were student discussion groups regarding various JROTC topics such as cadet disciplinary actions, Kitty Hawk field trips, JROTC physical fitness programs and unique Kitty Hawk activities. Attendees also received career briefings from a representative of the Federal Aviation Administration, an aviation civil engineer from ERAU, an ERAU aircraft main-

tenance expert and an American Airlines B-777 captain. The cadets also participated in sports, drill and mental team competitions. Winners of the competitions received a two-hour tour of the Daytona Beach area in a brand new 15-passenger limousine.

The culmination and highlight of the entire week was a first-class dining-in held on the final night. A good time was had by all and the cadets are already looking forward to next year's convention.



(Courtesy photo)

Leadership school

TX-792, Lamar Consolidated High School, attended the fifth annual Prairie View A&M summer leadership school June 10-16. Prairie View hosted 335 cadets and approximately 20 instructors for an intensive six and a half-day course of leadership training. The training consisted of physical fitness, drill and ceremonies, inspections, leadership seminars and athletics. Cadets were put through a rigorous schedule starting at 5 a.m. and ending at 10 p.m. each day. In the end, all 335 cadets graduated and received valuable leadership training, which will aid them as cadet officers for the upcoming school year. This was the largest Prairie View A&M Leadership School in the five-year history of the program.

Summer encampment

Just a few weeks ago, 14 JROTC cadets from **AL-961, Southside High School**, eagerly gave up a week of their summer freedom from school to attend Camp Challenge 2001. This is a weeklong military-style encampment hosted by the U.S. Army JROTC and the Alabama Army National Guard at Fort McClellan, Ala.

From their arrival on Sunday afternoon to their departure on Saturday morning, these cadets joined more than 400 fellow JROTC cadets from across Alabama in a weeklong adventure of training events that would challenge their minds as well as their bodies.

A typical day had the cadets waking up for reveille at 5 a.m. Their first formation is roll call and morning physical training.

Following the morning mile run in formation, the cadets marched an additional quarter mile to the dining hall for breakfast. They were allowed only 15 minutes to eat, then it's back in formation, march to the barracks, change into uniform and break into four companies of 100 each for the day's training events. This morning routine repeated itself three more times during the week.

Training events included the rappel tower, math and science classes, leadership reaction course, facsimile armed training, first aid, land navigation, drown proofing, armored vehicle static displays, rock climbing and self defense. Through the course of the week, cadets got a healthy dose of each event broken up only by a quick march to the dining hall for lunch. One day, cadets were treated to MREs on location.

Throughout the day, cadets had the opportunity to earn "Impact Medals" by demonstrating excellence in leadership or followership in the various training events of the day. Of the 14 Southside cadets who attended, 12 brought home at least one "Impact Medal."

After the day's events were complete, it was back to the barracks for cleanup prior to marching in formation for supper and onto intramural sporting events that included basketball, softball, flag football and volleyball. After the victors were crowned with athletic medals, it was back to the barracks for evening formation and lights out at 10 p.m.



Cadet Jacody Lewis, AL-961, Southside High School, rappels down a 35-foot wall during their summer encampment. (Photo by Steve Ruiz)



NE-771, Bellevue West High School, men's armed drill team competes in a local drill meet. (Courtesy photo)

This schedule continued for four days while cadets were rotated through each training event. On the fifth day, in place of morning calisthenics all cadets were subjected to a rigorous physical fitness test consisting of pushups, sit-ups and a mile run. Then finally everyone was treated to a picnic followed by an awards day later that afternoon.

Drill Team

On April 19, **SC-064, Spring Valley High School** drill team was selected to perform at the Pentagon for the welcoming ceremony for former Deputy Secretary of Defense Rudy De Leon. The team performed flawlessly and was praised by former Secretary of Defense William Cohen for their magnificent performance. This was the only time

that another organization has been allowed to perform with the Old Guard, the ceremonial honor guard for the United States.

March 10, cadets of **IN-061, Jeffersonville High School**, won the overall General Alfred G. Hansen trophy at the Air Force Association sponsored Tecumseh High School Drill Meet. Competing against 17 other Air Force JROTC units from several states, IN-061 took home first place trophies in Advanced Color Guard, First Year Color Guard and Advanced Regulation Rifle Drill. In addition, the corps received second and third place trophies in First Year Unarmed Regulation and Advanced Unarmed Regulation Drill. Capping off these accomplishments was a second place showing in Armed Exhibition Duet Drill. The first place

showing by the Advanced Color Guard led to their participation in the National High School Drill Team Championships held April 27.

NE-771, Bellevue West High School, drill team just recently set a new school record for trophies earned in a single season. The old record was 80 trophies in one season, but they managed to snag 91 this year. They competed in eight drill meets this season in Kansas, Missouri, Nebraska and Colorado.

Parade

During a class discussion, the cadets of **MA-841, North Quincy High School**, were brainstorming on participating in parades. Simply marching down the street with 60 cadets did not interest them. One cadet suggested

a color guard consisting of 50 state flags. The students solicited for flag donations from senators but only received five flags. After an intense fund-raising campaign, the remaining flags were purchased.

The first public appearance was the City of Quincy Memorial Day Parade on May 28. For a week before the parade, the cadets arrived at school an hour early for practice. In the future, the cadets want to continue the use of the flags for parades.

State Rocket Meet

Last May, **GA-911, Lovejoy Senior High School**, and **Unit GA-792, Riverdale High School**, combined their efforts to host the Annual Georgia State Model Rocket Meet. Cadets from all over the state entered model rockets in the following events: scale display, static display, time duration and spot landing. The GA-911 Rocketry Team's model of the Friendship-7 Mercury Atlas took first place in the scale competition.

On April 21 **TX-083, Dickinson High School**, hosted the 19th Annual Gulf Coast Air Force JROTC Texas State Championship Model Rocket Meet. The meet was held on the Dickinson campus.

Twelve JROTC units were represented by 74 individual competitors. **TX-782, John Jay High School**, walked away as the Texas state champions, but **TX-083, Dickinson High School**,

took home the Individual Meet championship.

Base visit

The AS-III and AS-IV classes at **MO-941, Blue Springs South High School**, participated in a three-day field trip to the Air Force Museum at Wright-Patterson Air Force Base, Ohio, last March.

"Walk America"

GA-952, Sequoyah High School, cadets took part in the Cherokee County March of Dimes "Walk America" held in Woodstock, Ga., April 28. Thirty-four cadets and their instructors, Lt. Col. (Ret) David Bullock and Chief Master Sgt. (Ret) John Futral, raised \$1,696.37 for the March of Dimes. This was the unit's sixth year of participating in the "Walk America" and has become a fun way to encourage and promote better citizenship and community service.

Volunteer work

The cadets of **TX-948, Southside High School**, found out that charity pays off. They sponsored a food drive and gave their donations to a local food kitchen. The "El Carmen" staff said it would supply their needs for two months.

The San Antonio Spurs professional basketball team heard about the effort and sent the cadets 55 tickets to one of their games. The cadets had a great

night out, and the needy folks in the area got a helping hand.

Relay for Life

Last spring, 32 cadets and two instructors from **FL-952, Springstead High School**, participated in the Hernando County American Cancer Society's Relay For Life. This is an 18-hour walk-a-thon to raise money for cancer research within Hernando County, Fla. The unit had at least two cadets walking at all times from 6 p.m. April 20 until noon April 21. The cadets also worked hard to raise money for the event by door-to-door donations. The cadets of FL-952 gave the American Cancer Society more than \$2600. This is the second year the cadets have participated in the event, and for the second year in a row, they took home the event's Spirit Trophy.

Moving Wall

CA-032, Fairfield High School, took part in the Vietnam Memorial Moving Wall June 12-18 at Travis AFB, Calif. The cadets assisted in directing traffic, helping the public find names on the wall and/or making rubbings of them.

Awards banquet

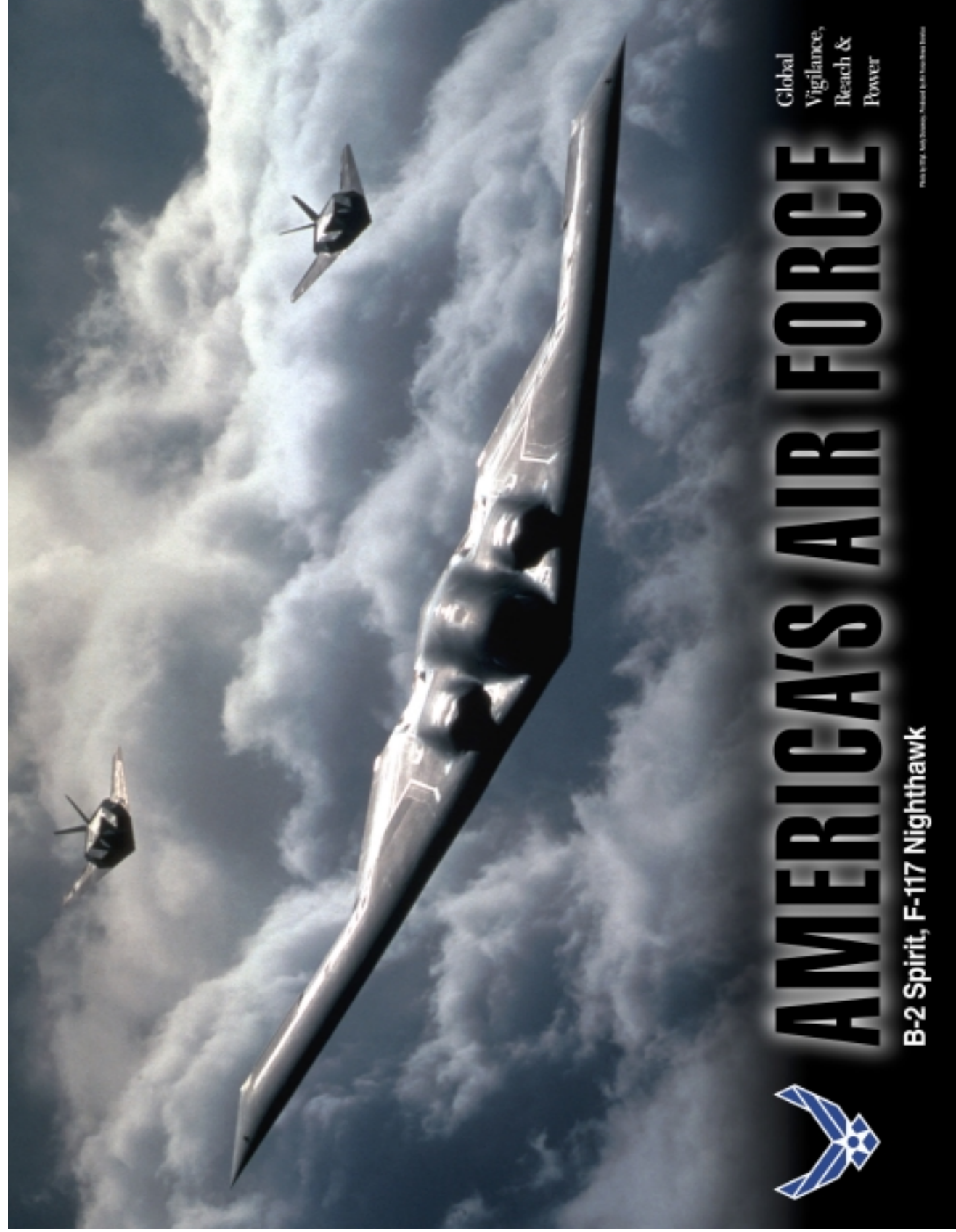
FL-939, Sandalwood High School, held their annual end of the year awards banquet at a local Ramada Inn. Twenty outside agencies presented awards at a ceremony attended by 265 cadets and their guests.

Cadet Collage



Clockwise from top, Det. 752, Wilkes University, cadets have fun during the 'Healing the Children' volleyball tournament. Det. 650, Ohio University, on their recent base visit to Moody Air Force Base, Ga. Cadets from Det. 875, Virginia Tech, learn how to start a fire during their annual 'Survival Day.' Cadet from Det. 890, University of Virginia, pose for a photo during the annual Military Weekend where the detachment competes against the Army and Navy ROTC units in different events. (Courtesy photos)





Global
Vigilance,
Reach &
Power

AMERICA'S AIR FORCE

B-2 Spirit, F-117 Nighthawk



Photo by USAF. Art by Donato. Adapted by John Deane/Donato